

# UNCG

## ALUMNI NEWS

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HOME ECONOMICS

School of Human Environmental Sciences

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## COVER

Although it isn't chiseled in Stone, the School of Home Economics has a new name — Human Environmental Sciences. Jacqueline Voss, dean of the School, tells us the story behind the change in an article in this issue.

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## The School of Human Environmental Sciences

# New Name Is Large and Roomy

**O**K, everybody, repeat after me:  
Human Environmental Sciences.  
Human Environmental Sciences.  
Human Environmental Sciences.

Got it? This is the new name of the School of Home Economics, and while Stone Building is still home, the School isn't what it used to be.

Dean Jacqueline Voss explains that although the original mission of the School is unchanged, it has broadened, and new ways of accomplishing it have evolved. The School changed as the ways people live changed, and the name no longer fit — it was too little.

Home economics is more than it used to be. It's a professional field concerned with helping people — individuals and families — in all aspects of daily living. The School educates people to live better within the cultural environment, and it conducts research to improve goods and services. To remain effective, the School must change as the social landscape changes. And it has.

Once more: Human Environmental Sciences. Again: Human Environmental Sciences.





# Why We Changed Our Name

By Jacqueline Voss



Dr. Jacqueline Voss

After more than three years of soul-searching, discussion, and debate, we have a new name, Human Environmental Sciences.

The change, however, does not indicate an abrupt shift in the programs, mission, or purpose of the School. Instead, it reflects the kind of evolutionary process and development that is crucial to a professional field. Any professional field — but particularly a field dedicated to assisting people in solving their problems and in contributing to the quality of their lives — must change in response to those changes that are ever-present in our world. If we truly are dedicated to the purpose of “making a difference in the lives of people,” then changing ourselves is essential. It isn’t enough to recognize that the world is changing or that the people around us are changing. We must change. Our *programs* must change and our *focus* must change so that we can make a difference in people’s lives.

This essential requirement for our professional program was the driving force in the examination of our name and in our final determination to select a name that would more accurately reflect what we were already doing, and would also clearly identify for the public our intended future direction and our commitment to that purpose.

Home economics began as a field dominated by scientists (primarily women) who applied their expertise in the physical sciences, social sciences, and arts and humanities

to problems related to the home. Today, our purpose is to carry on that tradition as well as to prepare and educate the specialized professionals who have a holistic, humanistic viewpoint.

Although the field of home economics prides itself — and rightly so — on focusing its attention and expertise on issues that affect the family as consumers, the programs in the School of Human Environmental Sciences have expanded their focus beyond the family per se to accommodate social, political, and economic realities as we deal with the production, delivery, and consumption of goods and services. This is an important point. Programs in the School have gone far beyond consumer-only interests of families and households.

Some of our programs continue to be in the forefront of those fields that advocate and provide services for individuals and families — for example, social work, child development, family relations, or community nutrition. But we are equally involved in programs that relate directly to the production side of business and industry — for example, apparel merchandising, interior design, textile science, or restaurant food service management. Although these programs may indirectly affect families or even directly affect consumers, their primary purpose is to prepare professionals who will contribute their expertise to the business or scientific community. Thus our school has moved outside and beyond the original

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Dr. Jacqueline Voss is dean of the School of Human Environmental Sciences.

## Meet Jacqueline Voss

purpose and mission of home economics and the parameters established for academic programs in the home economics field. As an illustration of this point, we did not change our name to "family and consumer sciences." We have truly become an applied human science program focusing on real-world problems and solutions that will lead to healthier environments for people — in other words, we pride ourselves in making a difference in the lives of people.

Our commitment to that purpose is reflected in the doctoral programs which prepare graduate students and contribute information to the scientific body of knowledge. Equally important, however, is our commitment to a quality undergraduate program with roots in the sciences and the liberal arts within professional preparation.

Our majors pursue many careers. They become nutrition scientists, dietitians, teachers, extension agents, interior designers, child development specialists, administrators of child and family agencies, social workers, apparel merchandisers, apparel designers, and textile scientists. Our graduates work in business and industry, government agencies, human service settings, marketing associations, and educational institutions.

Our evolution has brought us to this point. Our work is based on scientific principles that are applied in ways that improve the lives of individuals, families, and communities. It is exciting and challenging to deal with the contemporary issues that do indeed make a difference in the lives of people.

- Dean and Professor, School of Human Environmental Sciences
- President of the Southern Region Home Economics Research Administrators: Chairperson of the Home Economics Research Subcommittee of the National Association of State Universities and Land-Grant Colleges
- Former Dean of the College of Home Economics at North Dakota State University
- Received the Berueter Outstanding Professor Award from the University of Nebraska at Lincoln
- EdD, MS, and BS, University of Nebraska at Lincoln
- A homemaker for twelve years before entering graduate school and beginning an academic career



## The School

- Second largest of the six professional schools at UNCG
- Six departments
  - Child Development and Family Relations
  - Clothing and Textiles
  - Food, Nutrition, and Food Service Management
  - Home Economics in Education and Business
  - Housing and Interior Design
  - Social Work
- 53 full-time faculty members, 17 teaching assistants, 18 research assistants, and 13 faculty and staff in the child care education centers
- 830 undergraduate majors
- 163 graduate students (75 doctoral, 88 master's) and 4 six-year certificate students
- Offers the only doctoral programs in North Carolina in child development and family relations; clothing and textiles; food, nutrition, and food service management; and home economics education
- The Human Environmental Sciences Foundation, Inc., was established in 1946 as a partnership between business and education to support the educational and research programs of the School



*This doorway of Stone Building faces McIver Street.*



## Three Graduates



**Madge Twigg Schwarz '74 MS, '86 BS** recently moved her interior design business from her kitchen table to an office — "a big step."

"The business has grown slowly, and I've just reached the point where I could justify an office," she said.

Madge teaches interior design in the School of Human Environmental Sciences. "The free-lancing business gives me the opportunity to combine theory and practice. It's very exciting."

Madge also owns a day care center in Greensboro — she earned her first two degrees in child development. "The day care center is a sidelight now, it almost runs itself.

"I don't know how yet, but I want to combine these two interests. Maybe one day I'll be able to do interior design for children."



**Edith Conrad '58**, a home economics education major, is a financial consultant with Merrill Lynch. How did that happen?

"It's not as difficult as you might think," she said at her office in downtown Greensboro. "A large part of the course work was in the liberal arts, and it gave me the mental training to solve problems. And that's a very transferable skill."

Edith's work involves retirement, estate, and financial planning on behalf of clients, who, for the most part, are individuals. "By working with a client, I'll tailor a long-range plan in line with assets and investment needs," she said. Besides stocks and bonds, she deals in insurance, annuities, mutual funds, and IRAs. She is also licensed to deal in commodities and futures.

"Once you understand the numbers in this business and then know how to make money for people, the most important skill is communication," she said. "And very often, the most important part of communication is to listen carefully to what someone is telling you."



In 1987, **Fred Darnley '74 MS, '76 PhD** left the classroom and an academic career to build a business around an idea he had been working with for more than five years. Now, as president of Working Family, Inc. in Greensboro, he sells what he calls quality, educationally-based services.

Fred's business is based on his academic specialty, child development and family relations. "There has been tremendous growth in the service sector of the national economy," he said. "People in our field have been a little slow to perceive themselves as service providers."

His business provides day care in a very sophisticated manner. It administers comprehensive dependent care benefit plans for other businesses and corporations through payroll deduction plans. The service is attractive because recent changes in the tax laws permit dependent care to be paid on a pre-tax basis, resulting in significant tax savings.

# In Hot Pursuit of a Cool Fabric

By Sarah Langston Cowan '65 BSHE, '81 PhD

**T**he ink was barely dry on the teaching contract that extended my stay in the Department of Clothing and Textiles for another semester when Dean Jacqueline Voss called me into her office. "Would you be interested in doing research with the North Carolina Agricultural Research Services?" she asked.

An immediate yes on my part brought forth a flood of questions about my temporary, part-time status in the School of Human Environmental Sciences. No, my teaching status would remain unchanged. It would still be subject to the availability of "soft money" and the whims of the North Carolina legislature. But yes, this appointment would be for three whole years with the possibility of renewal at the end of that time.

The offer was exceptional. I was given carte blanche regarding the type of research. A fund had already been established with seed money for equipment. All I had to do was identify a research topic, write a proposal — including a budget — obtain approval of the project, roll up my sleeves, and get to work.

We discussed current textile research interests including development of protective clothing for people exposed to pesticides. And

she did mention that I might want to go down to the loading dock and take a look at a huge crate that had just arrived. The crate contained a piece of equipment that could regulate temperature and relative humidity in a room.

At that time some work had been done to identify fabrics that would protect the wearer from pesticides. Some of the protective fabrics were expensive. Workers were reluctant to wear other protective garments, saying that they were too uncomfortable.

A logical next step appeared to be the identification of a protective fabric that was both inexpensive to produce and comfortable to wear. My project was beginning to crystallize.

My research proposal included evaluating protective garments under typical North Carolina summer daytime temperature and relative humidity conditions. I needed a room where I could simulate North Carolina summers — even in the dead of winter.

Dr. Manfred Wentz, my department chairman, suggested the basement space that had been the serving line in the old cafeteria. I discovered the space was being used for storage and was piled from floor to ceiling with educational equipment of all sorts. The space was so crowded that obtaining room dimensions was a challenge.

With helpful suggestions from other faculty members, a plan was



drawn. The plan incorporated not only a controlled environment space but also a changing area and work area for a graduate research assistant.

The space's neighbors — physical education, which is temporarily housed in what was once the cafeteria kitchen, and interior design, which has set up a studio in the dining room — spent a no-doubt "memorable" spring and summer. Instructors taught and students worked to the tune of hammers and drills and the aromas of paints and caulks. By the time leaves were falling on the campus, I was ready to put the equipment through its paces.

Protective fabrics were identified, garment design was developed, garments were constructed, and the controlled environment facility was checked out. Then I went searching for subjects — young adult males in good physical condition.

Rosser Tilley, a graduate re-

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*Dr. Sarah Cowan is a visiting assistant professor in the Department of Clothing and Textiles.*



search assistant, devised an advertising campaign and blanketed the campus with posters saying we needed a few good men. (Fourteen to be exact.) Ads appeared in the April issues of *The Carolinian*. And we did indeed find a few good men — all willing to undergo a rigorous physical examination at the Urgent Medical Center under the supervision of Dr. Chris Guest. For their time (screening, physical examination, six two-hour test sessions under summer North Carolina conditions) test participants were paid \$100.

For some of the men the money was not important — they were curious about the research project. On the other hand, one figured to the penny how much he would be paid an hour to see if it was worth his time. (It was.) But all found the money useful. One man kept the project a secret from his wife of one year so that he could surprise her with an anniversary present. Two others left immediately after the testing for a holiday north of the Mason-Dixon line — no doubt in pursuit of cooler weather.

The subjects' good health, youth, and interest in the University were commonalities. Some were undergraduate students, others graduate students, still others former students now living in the Greensboro area. Only one had never been a student at UNCG. One undergraduate student was in a band with weekend gigs so could not participate in our Saturday tests. (Monday mornings were also a challenge for him.) In addition to full-time students we had an artist, a minister who did counseling in hospitals, a textile mill

worker, a salesman, and a recent UNCG graduate who was leaving Greensboro the next month to put on a three-piece suit and work as a certified public accountant.

In each of the six test sessions, the participants spent two hours exercising at a level that simulated the work done driving a tractor. They provided me with information about their perception of how comfortable they were. Their skin and internal temperatures were monitored by instrumentation hooked up to a computer. (Jim Fulton, a student in the physics department, programmed the computer to communicate with the data logger.)

And so during an eight-week period last spring and summer young men were exercising and sweating and telling me how comfortable they were in a variety of ways.

**W**e had told them that there was much interest in developing inexpensive protective clothing. But we were unable to predict just how that interest might affect them. One session was videotaped. The research project made the six o'clock news on Channel 12 in Winston-Salem and was reported in newspapers throughout the state.

Interest in the work has been widespread. We have received inquiries from fabric and pesticide manufacturers, from homeowners who apply pesticides in their homes and gardens, and from extension agents who advise agricultural workers.

Word of the controlled environment facility has spread. Dr. Diane Spitler of the School of

Health, Physical Education, Recreation, and Dance (HPERD) told her graduate students about the new next door neighbor. (Remember HPERD is in the kitchen and we are in the serving line area.) Soon we had inquiries about using the facility for HPERD research projects. All data in a just completed master's thesis by Dae Taek Lee under Dr. Spitler's guidance was collected in that space.

So if you're ever in Stone, come down to the basement (lower level at the back.) We'll be glad to show you what we've done to the old cafeteria serving line.



# Our Research is an Investment in People

By Sarah Moore Shoffner  
'62 BSHE, '64 MS, '77 PhD

**E**nvision a research kaleidoscope ... our faculty and graduate students are the facets. A wide variety of research projects and several initiatives guide their work supported by \$259,753 from external grants and the North Carolina Agricultural Research Service. The studies, each one a unique turn of the kaleidoscope, answer research questions that contribute to our knowledge base and ultimately make a difference in the lives of people.

We have a strong commitment to research and science. Spend some time with me, now, as we stroll the halls of Stone Building, catching glimpses of research activities under way and meet a few researchers. On our way we'll note some research questions, some results, and announce some new projects. Let's begin in Stone Building; later we'll go to the Child

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*Dr. Sarah Shoffner is an assistant professor in the Department of Child Development and Family Relations. The North Carolina Home Economics Association last fall awarded Dr. Shoffner its highest professional award, the NC Home Economist Award, in recognition of her continuing service and leadership in home economics on the local, state, and national levels.*



Dr. James Watson

Care Education Program facilities on campus.

A newly designed environmental chamber provides space for research conducted in the Clothing and Textiles Department. Drs. Sarah Cowan, Billie Oakland, and Manfred Wentz are testing the comfort factors of apparel by controlling the temperature and relative humidity in the room. People wearing test garments perform simulated work tasks in the chamber while researchers determine their physiological reactions and perceptions of personal comfort. A grant from Ciba Geigy Corporation will allow them to develop protective clothing for employees who produce

and handle pesticides.

Policymakers look to the School for research expertise. The Family Research Center, directed by Dr. Hyman Rodman, assessed the needs for services for battered women in Guilford County. With leadership from the Center, community agencies established services for abused women. The issues of latchkey children and self-care arrangements are the Center's current focus. Parents, practitioners, and policymakers are making decisions in the absence of adequate research information about the consequences of self-care for children's functioning. The Center has taken the lead in carrying out research on the effects of self-care

arrangements on children's development. Stories on this research have appeared in *The New York Times*, *Psychology Today*, *Self*, *Parents*, *Newsweek*, and in two interviews on national radio networks.

Dr. Vira Kivett's research on the rural elderly, funded by the American Association of Retired Persons Andrus Foundation, is potentially important to those dealing with public policy. In comparing the elderly in the general population, she found that older people in rural areas generally are in poorer health, and they lack medical services. Health maintenance and illness prevention services are less available and less accessible in rural areas. The rural elderly need more attention in terms of policy and planning.

Dr. Edward Powers hopes to increase aging-related information in seminary training with funds from the Pittsburgh Theological Seminary. Drs. Mary Litchford and Lucille Wakefield continue their estimations of energy stores of developmentally disabled individuals, and recently examined the energy expenditure and nutrient intakes of senile dementia of the Alzheimer's type.

In an area nestled between the microcomputer lab and an interior design studio, Dr. Dale Farran is finding answers to the dilemmas posed by the passage of a new law which extends educational services to handicapped three- and four-year-olds. A summer institute on assessment and programming for the preschool handicapped child will help professionals learn the skills to implement the law.

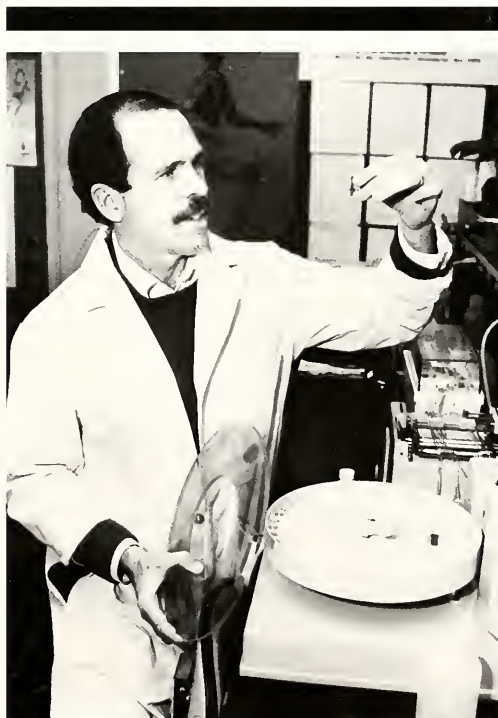
As we walk up the stairs, signs

guide us to the "Remarriage Research Project" where Dr. Rebecca Smith has conducted in-depth interviews to learn how people decide to remarry after divorce. She's trying to understand the problem-solving methods they use and the soundness of their second decision. "When we learn these things, we'll be able to see whether equitable rather than traditional roles characterize remarriage decisions," says Dr. Smith.

A look at an "in house" newsletter gives a view of emerging

research efforts. Grant awards, ranging from \$420 to \$17,500, were made to thirteen faculty. Dr. Terry Bazzarre will assess nutritional risks of adolescents in addition to work already under way on the nutritional status, energy expenditure, stress, and chronic disease risk factors among farm families. Dr. Aden Magee is using an animal model to study the effects of fatty acids on trace minerals.

Dr. Nancy Cassill will focus on consumer understanding and recommendations for improving



Dr. Terry Bazzarre



clothing care labels. She'll also compare store types in terms of the retail buyer's salability judgments.

Dr. Jerry Finn, in social work, will study security and confidentiality issues in computer use by human service agencies. Faculty in child development and family relations received seed grants. Social networks of preschoolers is of interest to Dr. Dale Farran, and the relation of family management practices to male adolescents' susceptibility to anti-social peer pressure is Dr. Carol MacKinnon's topic. Dr. James Watson and Judith Penny are researching adolescent parenting.

Down the hall in the Department of Home Economics in Education and Business, Drs. Barbara Clawson and Dr. Mildred Johnson are studying prototype linkages — video, audio, and data communication — to improve classroom instruction. Their work is funded by the NC State Board of Education. It may even be possible in the future to supervise student teachers through elaborate communication systems.

**L**et's climb a flight of stairs to the nutrition research labs. Dr. Christine Tangney's students are busy analyzing data from black agricultural workers in North Carolina with and without sickle cell disease. They have records of dietary intakes of vitamins A, E, and C along with blood nutrient levels. This unique study is the first to quantify dietary intakes concomitantly with blood indicators and to examine major vitamin metabolites in blood. Both aspects will facilitate our understanding of

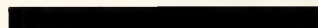
the relationship between the chronic disease process and nutrient metabolism. Dr. Tangney's students stop long enough to congratulate her on a new grant from the National Yogurt Association. She'll study the immuno-stimulant effects of adding yogurt to human diets in a practical approach. In the meantime, twenty men are eating yogurt three times a day for four weeks — along with other items in their diet, of course!

A tour through the Interior Design Department (in the old wing of Stone Building) finds Jo Leimenstoll comparing the guidelines for new design in historic districts and completing two books on historic preservation in Greece and Turkey. Jerry Leimenstoll is finishing an integrated multimedia show on phenomenology of design. Jan McArthur, with her design history perspective, is adding finishing touches to a second article for the *Journal of American Culture*.

Research also goes on in the child care education centers. When you hear us say "CAT," we're talking about the Children and Technology research project. For many of us, seeing two-, three- and four-year olds using computers is surprising. Nonetheless, computers are as common a part of their world as the research about these preschoolers is to ours. Drs. James Watson and Garrett Lange, who investigate the impact of technology on young children and families, ask these research questions: "What is the long-term impact of early computer experiences on young children?" "How well does the computer serve as an

active learning medium for preschoolers?" "What is the best type of computer program for young children?" "How does computer equipment need to be adapted so that young children can use it more easily?"

Just as a kaleidoscope presents a new pattern with each turn, our research is challenged with the changing needs of people. We are responding with commitment, and we hope our research investment truly makes a difference in their lives.



*A sculpture accents the Walker Avenue entrance to the old wing of Stone Building.*





# A Peek into the Closet on the Third Floor

By Patricia Campbell Warner

On the third floor of Stone, tucked into a corner and easily missed by students, faculty, and visitors alike, is a lofty-ceilinged, medium-sized room, its windows covered to block the light and its climate controlled, a room threatening to burst its walls with the historic clothing and textiles collection stored in it. The collection has been there for years, lovingly tended by a succession of curators who have devoted a good measure of their lives to the area of clothing in general, and to historic costume and textiles in particular. I am the latest in this procession.

In this age of major exhibitions of dress in well-endowed and famous museums such as New York's Metropolitan, you might ask why an institution like UNCG would have such a collection. We have no space to show it, and indeed, are running out of storage space for the items we do have. We have no conservator to restore, mend, and clean the pieces, which is a full-time job requiring special expertise. We have no lab space to do that even if we did have that specialist. Why, then, bother? Why keep adding to the collection? Why, if no one can see the treasures of the past, concern ourselves with it at all?

Because first, and most impor-

tantly, the collection is a rich and exciting teaching tool. Our pieces date back to 1785 and represent most decades from then, lacking only examples from the forty years from 1790 to 1830 — not bad for a collection "that just grew" out of the generosity of friends at a small university. No book, no matter how well illustrated, can show so clearly how a dress was put together in a former time, or what material it was made of, or how good the seamstress was, or if she made it by hand or by machine, or what the color was, the texture or even the sheer weight of the garment, as well as an actual piece from the period. Students are fascinated to see that the fashion plates told only a small part of the story, and an idealized part at that. Not all women were thin and tiny, as the fashion writers would have us believe: a good-sized pair of laced, high-heeled boots from the 1890s, or a dress for a formidably-sized woman, tall and thick of waist, from the 1860s instantly pulls us out of the Hollywood versions of Scarlett O'Hara and reminds us that real women, big-boned and sturdy, lived during those Civil War times.

We can look at examples of undergarments women wore "in the bad old days," and are reminded forcibly that women's lives have changed radically. When students — who giggle at the sight of corsets, hoops, or



voluminous pantaloons — are reminded that, had they been unlucky enough to be born during those periods, they too would have unthinkingly worn such clothing, they grow sober, even as they scarcely believe that *they* would have been so taken in by such ridiculous dictates of fashion. But they would have, of course, and, as their grandmothers before them, would have demanded the "latest thing" to allow them to fit comfortably in their own period, even if it were a restricting corset or a crinoline that kept the wearer at arm's length.

Scholars and interested people in the community come to seek information from our collection, too, seeking answers to questions they

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*Dr. Patricia Warner is an assistant professor in the Department of Clothing and Textiles.*



have in their own research. Its value is especially strong for graduate students, several of whom have done studies on certain pieces we hold — a wonderful Baltimore Album quilt, a masterpiece of needlework; a charming printed cotton dress from the 1830s, given to us by Lois Lenski, the famous children's author, and the model for one of her book's illustrations; a unique eighteenth century wedding dress that was featured in *Life* magazine last October in an issue devoted to the Constitution. The collection enriches the graduate program in the Clothing and Textiles Department, and in some measure serves as a recruitment tool for graduate study here. Ten students currently are seeking graduate degrees in historic clothing and textiles.

The photo in *Life* last October came about because our unusual dress was on display last spring and summer at the Valentine Museum in Richmond, VA, in their exhibition, "Elegant Attire, Genteel Entertainments: Leisure and the Elite, 1787-1830." We are pleased to have such interaction with other institutions and are excited to see the repercussions of lending our dress. Not only did it appear in *Life*, but because of that exhibition, we became the recipient of a wonderful collection of clothing from the middle nineteenth century that had belonged to a prominent Washington, DC family. The father, John Young Mason, had served under four presidents, twice as secretary of the navy (under Tyler and Polk), and later as minister to France. His wife and five daughters accompanied him to Paris in the

1850s, and, as the saying goes, bought up a storm. The father had died unexpectedly in 1859 while serving in France, leaving his wife and family in considerably reduced circumstances and on their own to return to the United States and survive as best they could. With little money the enterprising women remade their Paris dresses as they went out of style.

The great-great granddaughter of John Young Mason visited the Valentine's show and recognized the museum as a worthy place for her treasures, lovingly saved for well over a century. The curator accepted several items and suggested that UNCG might be happy to consider the rest as study pieces. I leapt at the chance, driving up to Washington to see the owner over



spring break. A museum can't exhibit a dress that has been made over from the styles of the 1850s into the bustled look of the 1870s, but a costume historian at a university is excited to see how garments were used — and re-used — in the nineteenth century. What a perfect project for a graduate student! Besides that, we are now the proud owners of eleven pairs of hand-built shoes

from Paris of the 1850s — small, tiny-heeled satin slippers with colorful rosettes adorning the toes. Treasures indeed!

Fortunately for us, interest has been expressed in establishing a museum to better house our fine collection. Right now, it numbers about 5,000 items — full outfits, partial outfits and accessories, flat textiles, and a small collection of magazines from the early years of the century. We are anxious to have it continue to grow in scope and size, but are running out of room. We hope to move into the old home management house next to Stone, but it currently is being used by the School of Music until their new building is built. So here we sit, full of dreams and plans, but on hold for now.

We plan an historic clothing and textile museum, to provide a window into UNCG that will connect it to our strong local industry, and will allow us to show off some of our beautiful treasures, and share them with the community. It will provide a center of study into conservation and preservation with lab space to tackle some of the problems museums and universities face in handling historic textiles and textile-based artifacts. It will have ample storage, meeting the controlled environment requirements, and an exhibition area. We don't know when it will happen, but conversations have taken place and outlines of strategy have been drawn. The prospects are wonderful, and we hope that when the time is ready you'll join us in helping it to happen.

# Computer Aided Design

By Paula Heneveld  
and Nancy Staples '71 MSHE

**B**eginning students in interior design use a three-dimensional coordinate system to design a piece of furniture on a computer and then rotate it to view it from any angle on the screen.

CAD (computer aided design) crept into the apparel arts curriculum this spring when advanced students had their first opportunity to make patterns with a keyboard and mouse instead of pencil, paper, rulers, and curves.

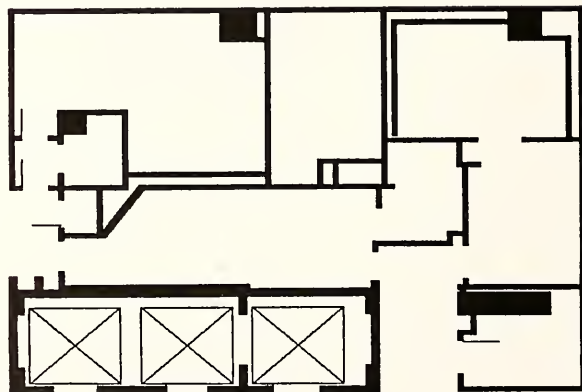
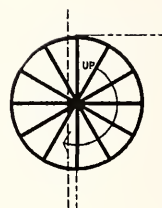
CAD is old hat in interior design — over 50 percent of commercial design firms use it — but it is relatively new in apparel arts. It's a time-saver in both fields. Accurate, flexible drawings can be produced quickly.

Interior design students have access to electronic catalogs of drawings of furniture, bathroom fixtures, and woodwork details that can be used in their own designs. Ideas can be accurately presented and tested in color which show the effects of lighting and textures. And plotters print the design on paper — a process students truly enjoy watching.

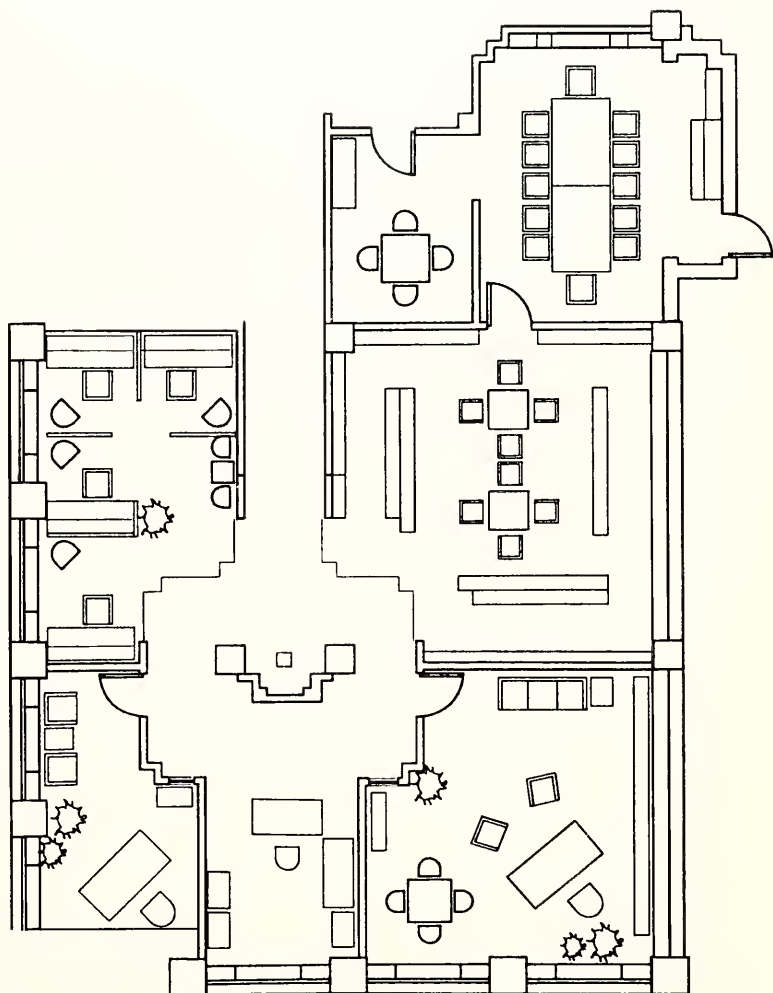
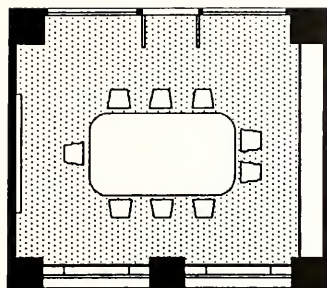
Apparel arts students can adopt

patterns with CAD to the assortment of sizes (grading) to be produced. By adding and rotating a grid on the screen, accurate grade points can be established from which to draw additional pattern sizes. All the pattern pieces from the sizes to be produced can then be combined to scale on the screen to form a marker — the pattern layout. Although the School's plotter is too small to produce a full scale marker, students still experience the process and understand the relation between fabric utilization and production costs.

CAD is another instance where the School modified its curriculum to apply the latest breakthroughs in science and technology in areas that affect our lives daily.



*Dr. Paula Heneveld is an assistant professor in the Department of Housing and Interior Design, and Nancy Staples is a teaching assistant in the department.*





## Where Have All the Alumni Gone?



The class of 1925.

UNIVERSITY ARCHIVES

By Dr. Richard Bardolph

One can spend a pleasant afternoon leafing through the telephone-book-size *The University of North Carolina at Greensboro Alumni Directory, 1893-1984*. A copy had been on our shelves for two or three years, and, though we have occasionally used it to confirm an elusive fact or a blurred identity, it had not until now occurred to us that here conveniently compiled are data from which we can extract some inferences and impressions about our graduates — a sort of retrospective census — that can hardly fail to interest the readers about and for whom this magazine is produced.

The book, published in 1984 for the Alumni Association, by the Bernard C. Harris Publishing Company of White Plains, NY, has

658 densely printed pages. It is characterized as a "Directory...the first to be published by the Alumni Association of The University of North Carolina at Greensboro," and "dedicated to the alumnae who have served as the Presidents of the Association since its organization," a complete list of whom (through 1984) is supplied.

Meanwhile, the current volume enables us to answer with some particularity the question that heads this article. After a brief history of the Normal and Industrial School/College/University, there follows a formal alphabetical listing of all the alumni catalogued in the Association's current files (a much larger number, of course, than the roster of active members of the Association), introduced by

a few summary statistics. We learn, for example, that, upon the graduation of the Class of 1983, some "83,711 individuals have attended the University since its doors opened in 1892, including graduates and non-graduates still living (in 1983) or now deceased." By September of 1988 it would seem that the aggregate number would be hovering near the 100,000 mark.

Of the "83,711 individuals" more than half — 48,711 to be precise — were "currently on file" in the now-computerized files of the Association by the end of 1983. Of those in the current file, some 19,351 (or about 40 percent) passed through the institution when it was known as the State Normal & Industrial School, the State Normal

& Industrial College, the North Carolina College for Women, or the Woman's College of The University of North Carolina (in the years spanning 1893-1963), and 29,349 (approximately 60 percent) attended the school in the twenty-year period 1963-83, after it became The University of North Carolina at Greensboro.

Of the 48,711 student identities known to the Association at the time the Directory was compiled, valid addresses and — in nearly all cases — additional information were in the files respecting 39,252, about 70 percent of whom were then living in North Carolina and 30 percent outside the state. Regrettably only 7,484 of the 39,252 were carried on the rolls as active members of the Alumni Association.

The bulk of the volume, 497 pages of it, supplies individual entries of living alumni in alphabetical order. The subject's class year, her/his degree(s), residence address and phone number is given in nearly every instance, and, for a very large number, the biographee's occupation is listed, typically with the name of the company or the affiliated entity, again with address and telephone number. Alumni are catalogued under the class year for their undergraduate work or the first degree program undertaken at the University. Married alumnae are identified by both current and original names and are cross-referenced so that the brief individual biographies are not duplicated.

A second and very useful compilation provides class year listings, beginning with the year 1901, the earliest class with a living alumna. These are alphabetical rosters of the successive classes chronologically presented in six-

column pages, averaging 600 names to the page. No less interesting is a concluding section in which all the entries of the volume are categorized by states, from Alabama to Wyoming, and by foreign countries. The individual states are then internally subdivided into cities and towns and other post office designations.

It is in fact the latter section of the directory that immediately addresses the question of where the alumni have gone. Where then have they gone?

**T**he answer must begin on a melancholy note. Thousands had by 1984 been subtracted from our numbers by the relentless arithmetic of mortality. Although no members of the alumnae before 1901 were still living in 1984, every class thereafter, from the first year of the twentieth century to 1984, is represented in the Directory: one from the Class of 1901 (whom the Alumni Association records still carry in its current file); two from the Class of 1902, and one from the Class of 1903 (all three of whom have recently died); two from 1904 (one still living); and three from 1905. Two of the latter are still of our number and were a very few years ago the subjects of interview articles in issues of the *Alumni News*. The sole survivor of the Class of 1906 — the year of President McIver's death — has passed on since the Directory appeared, but there remain members of all the subsequent classes.

Even though the classes of the first twenty years were very small by modern standards (even a class as late as 1915 had only fifty graduates), there were still in 1984 more than a hundred alumni who could answer roll calls of classes from 1901 to 1915. But it was, of

course, not only from the earlier classes of the twentieth century that the alumni numbers were steadily reduced. Many hundreds more from the 1920s and 1930s have passed on, as have others to our distress, even from the 1960s, 1970s, and 1980s. Not all of the disparity between the aggregate of those who have lived and studied here and those who are "currently on file in alumni records" are accounted for by death. An undetermined number have simply been lost from view.

Turning now to the nearly 40,000 who were still "current" when the Directory was compiled in 1984, one notes that we had alumni not only from every one of the fifty states — indeed, not a few from the days when there were only forty-five states in the Union — but also from seventy-two remoter lands as well, from American Samoa and Arab Republic of Egypt at one end of the alphabet to Zambia and Zimbabwe on the other.

Taken as a group, the expatriates are discernibly younger than the Directory's total roster, about two-thirds of them having taken their undergraduate degrees here less than twenty years ago.

The first bona fide academic degrees offered by the College were awarded in 1903 (when three students graduated, after accumulating some additional courses beyond those formerly constituting the four-year certificate program), and for the next few years only very small increments increased the number. The institution was in fact somewhat generously designated as a college in 1896 in an initial attempt to shed some of its reputation as a sub-collegiate training school; and in 1919 the institution was renamed

as the North Carolina College for Women to reflect its maturation as a fully realized liberal arts college. The name served until 1932 when the school entered upon another stage of its evolution.

Because the Directory is limited to cataloguing students still living in 1984, it names no students from the period before true collegiate standing had been genuinely achieved. It was in those years, as its founders had at first planned, almost exclusively a normal school, many of whose students had little or no high school background, and a larger number of whom were required to undertake a semester or two (and sometimes more) of "preparatory courses" before they could enter upon the basic four year program that culminated in a certificate. From a second phase of the school's development, 1903-19, less than 275 graduates lived to be enrolled in the 1984 Directory, and several of these had also passed on by 1988. This generation of alumni had, with very few exceptions, been trained as teachers. Evidently more than half had, in fact, had some years — some of them very long careers — as elementary and high school teachers, and the great majority lived out their useful lives in North Carolina.

The graduates from 1920 through 1932 were, naturally, far more conspicuously represented in the Directory: more than 2,000 of them. And such data as the volume offers respecting their careers strongly indicates a greatly increased range of career opportunities, as well as a notable increase in the number of students from other states, by now attracted by the school's rising reputation. Also increasing, although not yet in numbers large enough to kindle

alarm, was the number of the College's graduates (still all women in those years) who were leaving North Carolina to accept employment to make careers or to raise families elsewhere. These trends were greatly accelerated in the three decades after 1932, as the Woman's College of The University of North Carolina attained still greater maturity as a distinguished liberal arts college for women, with a Phi Beta Kappa chapter. Then, in yet another mutation, the institution entered upon a strikingly different era as it became The University of North Carolina at Greensboro: a campus with a greatly expanded offering of both graduate and undergraduate programs for a vastly increased student population, by then co-educational and multi-racial. By 1973 the aggregate enrollment had reached 8,434; fifteen years later it exceeded 10,000. By this time, surely 100,000 students have passed under its tutelage. Forty-four percent of the alumni for whom the Association now has data are products of the school's

most recent fifteen years.

While the growth was orderly (if occasionally bewildering) and consistent with patterns in the elaboration of public universities everywhere in America, each succeeding incarnation of the institution had qualities peculiar to itself: an internal dynamic whose gradual displacement its contemporaries witnessed with quivers of regret. But that is another theme, for another article.

Meanwhile, where have all the alumni gone? In the past two decades they have obviously gone farther — and faster — than their antecedents. One hopes that the cities and towns and the remoter places of North Carolina and of America and of the world who receive them are as much enriched by their presence as were the places which welcomed the graduates sent out by "the Normal's" first classes before the present century was born, or those where graduates from the classes of the North Carolina College for Women and of the Woman's College cast their lot in the 1930s,



*The Student Government officers of 1939-40. Miss Harriet Elliott leads discussion and "... civic passion ... was fostered here."*

UNIVERSITY ARCHIVES



1940s, and 1950s when the campus had not yet been transformed into a University.

It is not too much to say that alumni who have scattered, in the past twenty-five years, into every corner of the State and throughout the United States have now made their presence felt in every profession, every calling, every employment into which young college graduates, regardless of gender or ethnic circumstance, choose to enter, with a realistic expectation of succeeding in competition with graduates of any other campus in the land. Nor will anyone deny that the University's progress in the past quarter century has been formidably impressive, to the incalculable benefit of a hugely increased number and immensely widened variety of students, as well as to the immeasurable gain of the environments which have assimilated them and given scope to their trained capacities.

**B**ut older alumni, no less than older (and retired) faculty, will perhaps share this reporter's sense that the massive forward movement has inevitably extinguished certain traditions that were more appropriately suited to an earlier time when schools like ours were obliged to adapt their aspirations to contemporary material and social constraints from which American public higher education has in the meantime been progressively freed.

One has in mind here the moral intensity, the civic passion that was fostered here, at first when the institution was a little normal institute administered by a small faculty impelled by a fervent consciousness of mission. The tradition persisted through the first six

decades of the twentieth century and in diminishing degree thereafter; but few except those who refused to see could doubt that, once the College was marked for fundamental reconstitution as a large, modern University, drastic change must be expected. An institution originally rooted in the close-knit, culturally homogenous community of a strong, modest-sized college must give place to a new social and spiritual climate, a relaxation of institutional expectations, a comprehensively revised agenda, and a new sophistication.

We have had frequent occasion in earlier historical sketches in this series to allude to the founders' and early faculties' (and, by contagion, the students') allegiance to the ideal of civic service and societal amelioration. The old tradition could retain its vigor only so long as the atmosphere of intimate, and therefore relatively small, community could be sustained. One has only to consult his own memory, or listen to older alumni, or browse through the aging files of the college newspaper, the class yearbooks, the letters and other archives in the Library's Special Collections, to be reminded of the vitality of the civic-service tradition in the decades when the school still called itself a college.

This is not to say that every one embraced this historical ideal. It may be doubted that a half, or even a third of the faculty and students were very deeply under the spell of the faith even in the old days. But a sufficient number were, with enough conviction to justify the claim that the College was sending out annually contingents of young people who took their places as the consciences and tastemakers of their neighborhoods.

It may even be doubted that this civic training was transmitted primarily in the classroom rather than, most of all, in the campus' total environment. Especially effective was the extensive apparatus — created and administered by students themselves — for generating and channelling the socially creative and reformist impulse. One focus was the Student Government Association, established as early as 1915, and taken very seriously by more than enough of the campus population to guarantee its success for half a century. The SGA's associated components — executive officers, the Judicial Board, the Honor Board, the campus legislature and allied committees — served the double function of regulating and refining campus life and of providing its participants with training and experience for effective citizenship after graduation.

# Nobody Said It Would Be Easy

*Here are excerpts from a speech by Sina McGimpsey Reid '65 BA at the Black Alumni Reunion.*

When I arrived on campus in September 1961, I was naive, overprotected, and grossly underprepared for such an academically challenging environment, having come from a rural segregated school. But I had suitcases full of love and a trunk full of heritage — not to mention the stress of being one of a few blacks in a marginally integrated setting. It doesn't sound nice but it is true. How else can you explain seven black freshmen all housed in one building on one wing of the same floor? Things progressed a little each year but not without some consciousness raising — translated that means picketing, boycotting, petitioning, and meeting with the then-chancellor.

Yes, it was not easy and nobody said it would be. What we accomplished is history, and there remains much to be done. Becoming involved is no longer an option: it is an obligation. An obligation that translates into America's continued viability and survival.

I wish to leave with you four points of consideration:

1. Struggle for economic empowerment. Success is individual, but economic empowerment will benefit many. As you move up the ladder, reach back and take someone with you.
2. Understand the importance of public policy and political activism. The UNCG Alumni Association and Black Alumni Council are excellent opportunities for you to express your support and concerns in education.
3. Institutionalize your progress — build something to pass on. Again, the council can be an excellent opportunity to institutionalize a heritage and progress. The legacy of struggle, which might serve as inspiration, must be passed from one generation to the next.
4. Resist the temptation of mediocrity, let excellence be your benchmark. In the words of Langston Hughes, "be willing to go in the dark where there ain't been no light."

The future offers countless opportunities, and each of us has a role to play. You can make a difference!



*Sina McGimpsey Reid*

# Thanks, Fieldcrest

**A**lumni who held the Fieldcrest Mills Scholarship say the award shaped and directed their careers.

Marilyn Sue McIver Silberman '71, the first Fieldcrest Scholar, wrote to us recently, "The \$1,000 Fieldcrest Scholarship in 1970 was a godsend."

And Fieldcrest Scholar Melanie Ennis Williams '72, says, "The exposure I had to the textile/home furnishings industry as a result of the Fieldcrest Scholarship literally changed my life." Melanie is president of Melanie Williams Interior Design Inc. of Atlanta.

Fieldcrest is a giant textile manufacturer based in Eden. It established in 1969 the Fieldcrest Mill Scholarship within what was then the School of Home Economics. Since then, Fieldcrest and the School have grown in pre-eminence. The School is now the School of Human Environmental Sciences; Fieldcrest is now Fieldcrest Cannon Inc., the sixth largest textile manufacturer in the United States. It acquired Cannon Mills in 1986.

The Fieldcrest Cannon Scholarship soon will mark its 20th anniversary of service. It is one of the most prestigious scholarships for gifted students who major in textiles.

In addition to the \$1,000 scholarship award, each Fieldcrest Cannon Scholar is given a ten-week internship to integrate their classroom skills with the business world.

Eighteen men and women have received the award. Among them are Linda Kay Hallman '73, assistant manager and project

manager for interior construction at Manufacturers Hanover Trust in New York City. She is also a professional opera singer.

Angela Dunn Gould '74 was a laboratory technician with Beaunit Fibers before joining her husband in their landscaping business. Cynthia Weavil Gentry '75 lives in Durham and attends college part-time to obtain teacher certification in home economics.

Mary Beth Maret Lineberry '76 operates Lineberry Consulting Inc. as a free lance interior designer.

Brenda Briggs Bowman '79 is a merchandiser with Wrangler. Wendy Carson Dawson '80 is an account executive with AT&T, Nassau Metals. Sabrina Lanier Armstrong '81 is a sales marketing representative with Guilford Mills at their New York office.

Barbara York Raiford '82 is senior marketing services representative with Tultex Corporation in Martinsville, VA. Betty Bone Ellington '83 is president of Ellington Snider Interiors, Ltd., in Greensboro.

Marsha Anderson Seaton '84 is project designer with Abbate and Company, Inc., of Durham which specializes in rehabilitation and restoration of commercial and residential buildings. Jean Slawter Dula '85 is display and showroom designer for Rose Furniture Company in High Point. Jennifer Jeanne Saylor '86 is assistant manager with Hit or Miss in Raleigh.

Gifts to the University make a difference in people's lives. We salute Fieldcrest Cannon for its commitment to education.

## FIELDCREST SCHOLARS

Marilyn Sue McIver Silberman '71  
Whitestone, New York

Melanie Ennis Williams '72  
Atlanta, Georgia

Linda K. Hallman '73  
New York, New York

Angela Dunn Gould '74  
Lewiston, Maine

Cynthia Weavil Gentry '75  
Durham, North Carolina

Mary Beth Maret Lineberry '76  
Winston-Salem, North Carolina

Ann Hill Smoak '77  
Columbia, South Carolina

Debra Long Hampton '78  
Morganton, North Carolina

Brenda Briggs Bowman '79  
Greensboro, North Carolina

Wendy Carson Dawson '80  
Columbia, South Carolina

Sabrina B. Lanier Armstrong '81  
New York, New York

Barbara York Raiford '82  
Eden, North Carolina

Betty Bone Ellington '83  
Greensboro, North Carolina

Marsha Anderson Seaton '84  
Durham, North Carolina

Jean Slawter Dula '85  
High Point, North Carolina

Jennifer J. Saylor '86  
Raleigh, North Carolina

Donald Hampton '87  
Walkertown, North Carolina

Leanne Johnson '88  
Greensboro, North Carolina



## Our Cinderella Squad

by Ty Buckner '85  
Sports Information Director



**E**n route to a third place finish in the NCAA Division III Tournament, the UNCG women's basketball team proved the old axiom that where there's a will, there's a way.

Despite its unranked status among Division III teams, UNCG won four of five tournament games — all on the road. And the Spartan team, half comprised of first- and second-year players, advanced further in post-season competition than any other women's college basketball squad in North Carolina.

Playing with increased desire each step of the way, Coach Lynne Agee's squad defeated three top 20-ranked opponents and surprised all other tournament participants with their performance.

The results were unexpected, even though UNCG was the only Division III team and one of only ten competing nationally in the NCAAs for the seventh straight year.

"Half of the fun was exceeding everyone's expectations," said

*UNCG's Chris Holec goes up for a basket against four Concordia College defenders.*

Agee, who had guided the 1982 UNCG team to a second place finish. "I think the players were determined to advance as far as possible, and they took the play-offs very seriously," she added. "We were disappointed not to reach the final game, but all things considered, we were pleased with our success."

Propelled into the national tournament by winning its seventh straight Dixie Conference title, UNCG avenged a 1987 first-round loss by defeating Centre College 81-77 on its home court in Danville, KY, in the opener. The Spartans rallied from a four-point deficit in the final two minutes to upset the No. 9-ranked Colonels.

Junior forward Angie Polk of Greensboro, one of only two women's basketball players in the state earning All-America honors this year, hit a short jump shot with seven seconds left to defeat Rust College (MS) 66-64 in the second round.

The victory earned UNCG its first South Regional title and eliminated the Bearcats, four-time regional champs and the nation's No. 3-ranked team.

Despite hitting a low field-goal percentage for the game, the Spartans downed unranked Luther College 55-52 in the quarterfinals in Decorah, Iowa. The winners overcame a seven-point halftime advantage by the Norse and quieted a partisan crowd of over 1,400.



Kathleen Tompkins (left) and Julia Weaver display our 1988 NCAA Division III Women's Basketball Tournament third place trophy.

UNCG's fortunes turned sour in the semifinals, as eventual champion Concordia College gained a 103-66 win on its home court in Moorhead, MN. The No. 2-ranked Cobbers hit three of every four shots they attempted against the Spartans.

Coach Agee's squad rebounded to defeat No. 12-ranked University

of Southern Maine in the third place game, 68-66. Freshman guard Stephanie Johnson of High Point hit the winning shot with fifteen seconds left. The Spartans ended their surprising season with a 26-7 overall record.



Overflow crowds at Memorial Auditorium on the Concordia campus thrilled to the routines of the UNCG cheerleaders.

After winning the crowd's approval during the semifinals, the cheerleaders performed by invitation at halftime of the championship game.

It was an unexpected show of support for UNCG, and a fitting climax to a storybook playoff experience by the women's basketball team.

# THE WAY WE ARE



## Greetings from Guam

For Milton Crotts '82, '84 MM the day begins fifteen hours earlier than for people on the East Coast of the United States. That's because he's a resident of Guam, a US territory and tropical island paradise located in the western Pacific 1500 miles south of Tokyo. Magellan discovered the island in 1521, and in 1898 the US took Guam as part of the spoils of the Spanish-American War. It was occupied by the Japanese during World War II.

For almost four years Milt has been director of the Guam Symphony Orchestra, the Guam Territorial Band, and a US Department of Education music coordinator for gifted and talented children.

After receiving a bachelor of music degree from UNCG in 1982, Milt obtained a music assistantship

that led to his master's degree. He feels "that was one great investment the School of Music made in my life — thank you!"

Thinking he might want to teach or conduct out west, he subscribed to a job listing service from the University of Montana. There he noticed a vacancy as a band instructor on Guam. Coincidentally, his uncle had been on the island in World War II. "The time seemed right for a 'change in latitude and attitude,'" contends Milt (and Jimmy Buffet). Frustrated by the job market and low salary scale for conductors in the States, Milt applied for and got the position.

Then two weeks after his arrival, the Guam Symphony Orchestra was in need of a conductor. "I didn't know Guam had one," says Milt. Before he knew it, he had the job. The thirty member orchestra is made up of students, doctors, lawyers, professors, and military people. Milt also conducts the sixty voice Guam Symphony Chorale, another diverse group.

Guam is an isolated and transient place with a population of about 120,000; 20,000 are US military personnel and their dependents. (The Air Force and Navy have bases there.) So the job of orchestra conductor is a challenge because the composition of the orchestra changes frequently.

Milt feels fortunate to have the opportunity and time to develop his creativity on Guam. And the musical experiences he's acquired as a symphony conductor at his age are irreplaceable.

Because of his excellent work he

was accepted to study at the prestigious Aspen Music School last summer under Murry Sidlin, who accepts only sixteen students each year.

Another plus that comes with living on Guam is travel. Milt is in Japan frequently and has vacationed in Bali, Bangkok, and Katmandu.

"In the States people say I am a real promoter of Guam. However, on this side of the world, I like to think I am a real promoter of North Carolina and UNCG," asserts Milt.



WALTER GRIFFIN

## Moving Forward

H. Yvonne Cheek '67, '73 MM, now understands that nuclear weapons can be viewed in a political context as well as a military one.

Last October she and fifteen



other upper midwest opinion leaders participated in a tour of NATO headquarters in Europe. They were on a fact-finding tour coordinated by the University of Minnesota's Humphrey Institute of Public Affairs for which she is director of citizen education. She returned with many new impressions about the US military presence in Europe, among them an awareness of the problems associated with nuclear weapons and arms control. Yvonne feels that "there is much cause for optimism about arms control. Cooperation is the only way to survive in this difficult era."

Once a faculty member in the School of Music at UNCG, Yvonne went to the University of Michigan in 1976 where she received a PhD in music education. The music track led her to the School of Music of the University of Puget Sound in Tacoma, WA. There she rose from department chair to head of the graduate program.

In 1981 Yvonne made the first of two career changes in the last nine years. She became manager of customer relations with Control Data Corporation in Minneapolis, a position where her marketing and "people" skills came into play. The Humphrey Institute beckoned in 1985. The responsibility for design and implementation of outreach programs to educate citizens about public policy enticed Yvonne to turn in a new direction.

A founding member of Black and Jewish Women in Dialogue, an organization dedicated to healing the rift between the Black and Jewish communities in the Twin Cities, Yvonne traveled to Israel last fall with the Women in Leadership Mission to get a better understanding of the Israelis and the Arab/Jewish question.

On a more personal note, Yvonne is a mentor for two teenagers in the Minneapolis area, LaDonna a high school senior, and Jolanda, a high school drop-out with a two-year-old son.

Obviously, Yvonne thrives on challenge and change. She seeks opportunities that will make a difference in our society, saying "It's

very important to me to help shape the future positively and creatively. As I continue to develop my own leadership style and learn to speak with my own voice, I want to help eliminate barriers to cultural pluralism and racial equality. I want to facilitate cross-fertilization among the academic, private, and public sectors."

Long term, Yvonne is seriously considering seeking a political appointment or running for public office. In a 1987 issue of *Twin Cities* magazine, she wrote, "I like the journey I'm on. I think I have a few more exciting stops to make."



## Speaking for the City

The City of Greensboro's public information director is a New Jersey girl who traveled South to college and found a career in her adopted city.

Joanna Colodin '77 recently reminisced on her first day at UNCG, "My roommate was from South Carolina and she couldn't understand me, nor I her. However, she took pity on me and offered to escort me to the dining hall as she doubted that I could find my way unaided. In line I took what I thought was cream of wheat. It tasted bland, so I sweetened it with grape jam. Nancy proceeded to loudly pronounce, 'This girl is putting jam-m-m

(three syllables) on her grits!' Thus I was introduced to the student body in general, Southern cooking in particular, and a great friendship."

After that shaky beginning, Joanna assimilated well. After graduation, she learned the broadcasting business by going from receptionist to news director at a local radio station.

Her big news story was the 1979 Klan-Nazi shootings; she gained national exposure by feeding reports to networks as well as to her local audience. Her work propelled her into television as Greensboro bureau reporter for WGHP-TV in High Point. She filled the Saturday anchor spot for a year, but stress and burnout took its toll.

Joanna has been public information director for the City of Greensboro for almost five years now. She and her staff handle the public's questions and complaints, produce promotional material about Greensboro, publish a newsletter, and work with the media. Now on the other side of the camera, she knows how to balance her news instincts with the need to enhance the city's image and to serve the public.

"Government should be open to public scrutiny, and citizens have the right to gripe about government," Joanna believes. "Complaints are fed to the appropriate department and each problem is followed up to see that it has been handled satisfactorily."

Always seeking a challenge, Joanna is a student again. Last fall she enrolled in law school at NC Central University. She car-pools to Durham three nights a week.

In spite of eating grits with jam, Joanna represents Greensboro with efficiency and skill.

# B O O K REVIEW

## A Social Lioness of the Old South

By Jean Gordon



Frances Gibson Satterfield '28

Frances Gibson Satterfield '28 discovered Octavia Le Vert by accident. She was writing an article on the three Georgia signers of the Declaration of Independence, one of whom was George Walton, Octavia's grandfather. Intrigued by contemporary accounts of Madame Le Vert's social fame, Mrs. Satterfield searched for further evidence. When she read Octavia's still delightful *Souvenirs of Travel* she determined that she would write her biography. In so doing she has recreated the life and times of one of the most famous social leaders of the Old South.

In our fast-paced high tech era it is hard to appreciate the value once placed on an attractive, accomplished woman. A century

and a half ago such people were celebrities. With long hours of leisure to fill, women bore the chief burden of entertainment. Their elegant "toilettes" and sprightly conversation were the focus of attention at dinners, drives, promenades, and balls.

Octavia Le Vert was a master of the social arts. Born near Augusta, GA, in 1811, she received a surprisingly sophisticated education at home from her mother and a Scottish tutor. At fourteen she already was mature enough to charm the visiting Lafayette with her pleasing manners and fluent French.

Unfortunately, her father, George Walton II, was something of a ne're-do-well. Mrs. Walton determined to make up for it by enhancing her daughter's social success. In the 1830s she and Octavia undertook an arduous trip by stage coach and river boat to St. Louis, Washington, and Saratoga to give Octavia an extended debut. Ironically, Octavia, who had been exhibited in some of America's most fashionable circles, met her husband-to-be, Dr. Henry Le Vert, while making a charitable sick call after her return to Mobile.

She had five children in quick succession. A son died in infancy and, in her depression, she distracted herself by translating Dante's *Inferno* into English, Spanish, and French. Her heaviest sorrow came in 1849 when her eight-year-old Sally and eleven-year-old Claudia both died. Octavia poured out her grief to Henry Wadsworth Longfellow: "Oh! my dear friend, pity me, and pray for me, for I am indeed bereft."

With the fortitude in the face of death typical of nineteenth century women, she returned to her role as hostess and friend of

the great. Henry Clay was a particular favorite. She was a well established regional celebrity when, in 1853 and 1855, she made her two memorable trips abroad.

Her account of her trips, *Souvenirs of Travel*, became a best seller when it was published in 1857.

During the late 1860s Octavia's fortunes became uncertain. She spent the Civil War in Mobile, where her husband died. When Farragut's troops occupied the city she welcomed Yankee officers to her home. People were so enraged that when she and her daughters drove out in their carriage, bystanders spat at them and hurled insults and rocks. She took refuge in New York. There, she became a founding member of the pioneer woman's club, Sorosis.

In the 1870s, Madame Le Vert, now short on money, tried lecturing and writing, but with limited success. Her youngest daughter, Henrietta (named after Henry Clay), died in 1876. She died three months later of pneumonia. Since her death Madame Le Vert has been all but forgotten.

**Madame Le Vert:**  
*A Biography of Octavia Walton Le Vert.* By Frances Gibson Satterfield, Edisto Island, SC : Edisto Press.

Dr. Jean Gordon is an associate professor of history whose research interests include American women of the nineteenth century.

# • • O N • • CAMPUS

## Come on, the Water's Fine

Contributing alumni and their families and guests are welcome at the University's Piney Lake Recreation Center located south of Greensboro. It opened for the season April 1. Swimming, sunbathing, canoeing, volleyball, horseshoes, picnicking, and fishing are available.

Alumni must be members in good standing of the Advocates Program to be eligible for entry. Use of the recreation center is free if this condition is met. Students, faculty, and staff must have a current University ID.

The forty acres of the Piney Lake campus include two lakes, a lodge, eight cabins, picnic tables, and grills. Lifeguards are on duty at all times.

Through August 21, Piney Lake is open from 10:30 am to 8:30 pm Monday through Saturday, and from 1 pm to 8:30 pm Sunday. From August 22 to October 14, it is open from 1 pm to 8:30 pm Monday through Sunday.



## A Good Thing is Working

When Donna Crook '88 came to study at UNCG as a freshman she wanted what most college students want — extra money. Although her parents helped her out with tuition, Donna decided she would seek a part-time job to bring in a few extra dollars each week.

It would be tough, she thought, to find a job where she could work just on Saturdays — the only day of the week she was free. Then she heard about the Job Location and Development program (JLD, for short) in the Career Planning and Placement Center at UNCG.

"I was just amazed when I registered at JLD," Donna said. "I quickly found the perfect situation — a job in a retail store where I could work all day on Saturdays. And the employer was really glad to have a UNCG student."

When the store eventually closed and Donna needed another job, she went right back to JLD. She's found several jobs during her college years thanks to JLD. It's a program, she says, that has tremendous flexibility in linking the needs of students with the needs of local employers.

Is the program successful? You bet it is. According to JLD program coordinator Sharon Thorpe, over four hundred placements have been made this year.

The program's success lies partly in its simplicity. Employers — both commercial businesses and individuals — submit to the JLD office their requests for jobs they need to fill. Information about the work site, hours, salary, and skill requirements are compiled and placed in notebooks indexed by twenty-seven different job categories.

Students seeking off-campus employment comb the notebooks in the JLD office, matching their work characteristics with the jobs listed, a system Ms. Thorpe labels "self-referral."

"When a student finds a job listing that looks promising," Ms. Thorpe explains, "we can issue an introduction card to be taken to the employer at the interview. This validates the student's connection with JLD and the University. Then the employer has the right to hire or reject the prospect — selection is handled in the usual way. You might say, then, that JLD is the broker between the student who wants a job and an employer who wants a student."

Jobs range from cashier to counselor, from law clerk to landscaper, from tutor to typist. The duration for jobs may be as short as a few hours; there's even a Quick Cash category where a student can work a short stint for on-the-spot wages. Other jobs are offered for a full academic year or more. A few positions have launched students into career paths. Hal Williams '87, for example, found employment with a local firm part-time while he was a student; now that he's graduated, he's working there in a supervisory capacity.

What's the outlook for JLD? Connecting more students with more employers. As major crunches in financial aid are felt, the demand for local employment will increase. With the JLD program in place, nearly every student who needs a job will be able to find one.



# ASSOCIATION NETWORK

## Historic Setting in Caswell County

Caleb Hazard Richmond would be proud of what has become of the roomy two-story house he built in 1838. Commanding a slight rise near the community of Milton in Caswell County, NC, the Greek revival house was rescued from overgrown abandonment by careful restoration and traditional landscaping. Nine-foot-high windows, and wide-plank pine floors are featured in the house, while two-hundred-year-old red and white oaks grace the lawn.

So significant is the home that it is listed on the National Register of Historic Places. The fine woodwork — notably the mahogany staircase railing, the mantles, and the generous molding throughout the house — are attributed to Thomas Day, a successful free black craftsman who had a shop in Milton. At the time the house was constructed, Day was the fifth largest furniture maker in the nation.

But since October 1986, the house has been much more than a fine tribute to its past. Alumna Lib Parker McPherson '51 owns the house with her husband Tom, and together they operate it as a bed and breakfast establishment known as Woodside Inn. Its setting, its history, and its charm blend with the hospitality Lib and Tom provide for guests year 'round. Three dining rooms, a



*Woodside Inn*

parlor, and four bedrooms accommodate both the casual diner and the overnight guest.

In February, Woodside was the perfect setting for a gathering of alumni living in Caswell, Alamance, Durham, Orange, Person, and Rockingham counties as well as parts of southern Virginia. A savory dinner — with raspberry dessert — was followed by a delightful talk by Dr. Jacqueline Voss, dean of the School of Human Environmental Sciences (nee Home Economics). Since hostess Lib McPherson is the current president of the School's alumni group, it's no surprise that the dean was the group's invited speaker.

Patricia McCollum Murray '71 of Reidsville handled the reservations for the event. Beth Holland Ewing '80 of Yanceyville assisted Pat in answering questions.

Visiting from the campus were Dr. Sarah Shoffner '62 and Dr. Edward Powers of the School of Human Environmental Sciences, and Barbara Parrish '48 and Brenda Meadows Cooper '65 of the Alumni Office.

## Getting Down to Business in Atlanta

Anthony's Plantation Restaurant in Atlanta, GA, was the site for an alumni gathering on February 15. Arranged by Bootsie Webb Smith '47, the evening featured dinner in one of Atlanta's finest establishments. Afterwards there was a dialogue with a special guest — the dean of UNCG's Joseph M. Bryan School of Business and Economics, Dr. Philip Friedman.

Local resident Charles Webb '84 volunteered to coordinate future activities for Atlanta-area alumni with the help of Jill Pavay '82.

Guests from the campus were Brenda Meadows Cooper '65, Associate Director of Alumni Affairs; Dr. Bernard B. Keele, Vice Chancellor for Development and University Relations; and Audrey Stone, Director of Annual Programs. Such a full contingent of staff from the development office was due to a conference held the same week in Atlanta of the Council for Advancement and Support of Education, the association to which advancement professionals belong.

## Wind Ensemble Performs in New Orleans

The School of Music was astir this winter when the University's Wind Ensemble became one of only four college musical groups invited to perform at the 1988 regional convention of the College Band Directors National Association. Held January 22, the performance was the result of competitive auditions. This was the first time in fifteen years that a college or university musical group from North Carolina has been selected.

The convention was held in New Orleans, LA, and, just as you'd expect, UNCG alumni from that area were ready with their applause. Before the concert, alumni gathered for a cocktail buffet at the home of Harriet Hall Murrell '53 in New Orleans. Dr. Arthur Tollefson, dean of the School of Music, was in attendance, as well as Vice Chancellor Keele and Director of Annual Programs Audrey Stone. Following the concert, local alumni held a reception for Wind Ensemble members and Director John Locke at the New Orleans Sheraton on Canal Street.

## Dinner in Birmingham

En route to New Orleans, Vice Chancellor Keele and Audrey Stone made a special stop in Birmingham, AL, for a dinner gathering of alumni in the area. The January 21st meeting was held at The Club atop Red Mountain. The two from the campus presented slides and gave an update of the news from UNCG.

Gerry Pearce Dunham '51 made the arrangements and received the reservations.

## Treasures of a Pharaoh

Ramesses the Great — statesman, warrior, and builder — possessed more power, ruled more people, and created more enduring works than any individual in history. His accomplishments in battle, his signing of the first international peace treaty, and his passion for grand architectural construction would singly memorialize his accomplishments forever. His place as Egypt's last great warrior king is secure.

Three-thousand-year-old artifacts, statuary, jewelry, implements, and architectural details survive to acclaim his accomplishments. Assembled as a public exhibition, "Ramesses the Great: A Pharaoh and His Time," it is the largest and most comprehensive collection of Egyptian artifacts ever to tour the United States.

Among the treasures are exquisitely crafted gold, silver, and inlaid ivory vessels and jewelry boxes. Ramesses' own gold and lapis bracelets are displayed, as well as a nineteen-pound solid-gold collar known as the Gold of Valor. From the Valley of the Kings are Ramesses' hand-carved, hand-painted coffin lid, sarcophagus, and the door to the burial chamber. Building implements, such as measuring rods and plumb bobs are in the collection — it's remarkable that these were in use over three thousand years ago. Statuary, some of Ramesses himself, are included in the exhibit.

Already seen by over four million viewers on its tour of the United States, the exhibition makes its final stop at the Mint Museum in Charlotte before returning to its permanent home at the Egyptian Museum in Cairo.

UNCG alumni will have a special opportunity to view the treasures of Ramesses the Great on Tuesday, November 15, 1988. Tickets for the exhibition have been secured for

this date, and an evening cocktail buffet/reception will be held at the Mint for UNCG alumni and their guests.

Chartered bus transportation will be available from the UNCG campus.

Brochures will be mailed in mid-summer, but if you'd like to reserve space early, write Associate Alumni Director Brenda Meadows Cooper '65 in care of the Alumni Office.

## Contacts

On matters pertaining to the Alumni Association and its programs, write to the Alumni Office. To contact *Alumni News*, write to the University Publications Office. Both offices may be reached at this address: Alumni House, UNCG Campus, Greensboro, NC 27412-5001.

# Report of the President to the Alumni Association

By Cathy Stewart Vaughn '49



Cathy Stewart Vaughn

Two years ago, just after I began my term as President of the Alumni Association, outgoing President Marilib Sink and I met with Chancellor Moran for a lengthy discussion about University/Alumni relations. For some years an uneasy relationship has existed between the administration of the University and the Alumni Association Board of Trustees. This mutually unsatisfactory relationship had deteriorated in recent months prior to our meeting, and it was generally agreed that (in the words of the Chancellor) "the difficulties between the University and the Association at this time were of a kind requiring deliberate and careful review rather than quick decisions ... (and) necessitating new organizational understandings and relationships."

It was agreed that the issues which have proved difficult to resolve in the last decade or two fall primarily into four categories: Funding, Management of the

Alumni House, Personnel, and Publications. It was also agreed that three things should be done. First, the President of the Association should appoint a small group (excluding University personnel) to look at the questions raised and to suggest ways to deal with them. Second, a review of the Bylaws to the Charter of the Alumni Association should be made; and third, the construction of a new understanding (perhaps Articles of Agreement) should be undertaken to define the working relationships of the University and the Association. An Ad Hoc Committee of six persons was appointed, with the President serving as moderator. Each of the other five members of the committee agreed to serve as the chair of a subcommittee. Every effort possible was made to have broad representation of alumni on the committees; consequently, each subcommittee had at least one male and one black member as well as representation by decades among the classes. (A list of committees may be found at the end of this report.)

After almost two years of careful, deliberate, and often difficult work, the report of the Ad Hoc Committee on Alumni/University Relations was completed, was approved by the Alumni Board on April 27, and was transmitted to the Chancellor.

As we began to research documents and to look at our history, it became quite clear to us that there were good, sensible, historical reasons for operating the way we do. The report took

the form of a position paper of sorts.

In summary, the position of the Alumni Board in each of the five areas is as follows:

## 1. Management of the Alumni House

The Alumni House with furnishings was a debt-free gift by the alumni to the University. In 1934 the Board of Trustees of the Consolidated University of North Carolina authorized the Alumni Association to manage the Alumni House from that time forth. To our knowledge, no action has been taken to overturn that decision. The question before us now is whether or not the Alumni Association shall continue to have management of the House and continue to preserve this historic building.

## 2. Funding the Budget of the Alumni Association

In 1963 the University requested the Association to forego its own individual "Annual Giving" drive and combine forces with the University in a larger, expanded giving program. In giving up its individual drive, the Alumni Association's Board of Trustees received specific guarantees from the University administration with regard to the funding of the Association and its program. Another significant part of the agreement was that there would be an Alumni Annual Giving Council which would receive the recommenda-



tions of the Chancellor of the University and advise him in regard to the expenditure of the unrestricted funds received beyond the cost of the (fund-raising) campaign and the approved budget of the Association. The Alumni Annual Giving Council was actually given the decision-making powers over unrestricted funds, and funding of the Association's budget was assured as a priority after necessary campaign expenses were met. The Association's position is that the Association is entitled to a percentage of alumni unrestricted giving. The question before us is whether the University will honor this agreement or the Association revert to a dues-paying membership.

### 3. Personnel

For some time the Alumni Board has been concerned about the reduction of staff in the Alumni Office. Each year the number of alumni grows and programs are expanded. Since 1985 the staff has been reduced from seven and a half positions to four positions. The functions and programs of the Association were studied, and a new staffing structure has been recommended with an executive secretary/director and three assistant directors for on-campus affairs, for off-campus affairs, and for publications. Other personnel would include office manager/administrative assistant, house manager, and secretaries as needed. In the future, priority should be given to an assistant director/coordinator for constituent groups (such as the various schools within the University). Another issue to be resolved is accountability of staff to both the Association and the University. The question before us is how to work out a mutually satisfactory solution with the University.

### 4. Publications

The alumni magazine was until 1985 published quarterly by the Alumni Association with its editor a member of the alumni staff. Class Notes were an integral part of each issue. The editor is now the Director of University Publications, and *Alumni News* (published only three times a year, without Class Notes) is only one of her many responsibilities. The question before us is the need to return the magazine to the alumni staff and to restore the fourth issue.

### 5. Records

The question before us is the maintenance and control of alumni records which are now computerized and are a part of the University's data base. As long as the maintenance of the system meets the need of the Alumni Association, no change is proposed. The archival records of alumni should be returned to the Office of Alumni Affairs, and the responsibility for maintenance and control of these records should rest with the Alumni Office.

The Alumni Board feels that I should share this summary of the report on Alumni/University Relations with you. All past presidents of the Association were invited to a briefing on the report. The 130-page report (with documentary materials included) is now being studied by the University administration, and we look forward to their response. Copies of the report are available in the Alumni Office for review but are not available for publication or distribution.

Another item of business which will be of interest to you is our plan for an endowment fund for the Alumni House. Negotiations with the University are in process. You will hear more about this in the next issue of *Alumni News*.

I hope that you share with me the pride that I have in our University and the confidence in its future. It has been a privilege and a pleasure to serve as President of the Alumni Association of the University that I love.

#### Ad Hoc Committee:

Cathy Stewart Vaughn '49, Chair, Montreat; Christine Freeze Brown '55C; Betty Crawford Ervin '50; Marilib Barwick Sink '44; Marty Washam '55; and Susan Whittington '72.

#### Subcommittees:

**Alumni House:** Susan Whittington, Chair, Wilkesboro; Carolyn Gause Galloway '76, Greensboro; Charles W. Hager '80, Greensboro; Jody Kinlaw '72, Greensboro; and Carolyn Jones Maness '46, Greensboro.

**Budgeting/Funding:** Marilib Sink, Chair, Winston-Salem; Louise Dannenbaum Falk '29, Greensboro; Lois Brown Haynes '54, Salisbury; Thomas H. Johnson '79, Greensboro; and Carol Furey Matney '63, Asheboro.

#### History/Records/Alumni

**Scholars/Colors:** Betty Ervin, Chair, Morganton; Alice Garrett Brown '65, High Point; Douglas Harris '76, Greensboro; Emily Harris Preyer '39, Greensboro; and Sarah Moore Shoffner '62, Greensboro.

**Personnel:** Marty Washam, Chair, Charlotte; John Bain '75, Gibsonville; Karen Jensen Deal '55, Charlotte; Karen Davis Dixon '77, Charlotte; and Nancy Edmunds Hannah '46, Greensboro.

**Publications:** Christine Brown, Chair, Statesville; Debbie Dixon Swann '82, Greensboro; John Dubel, Jr. '72, Greensboro; and Ruth Sevier Foster '53, Lenoir.

# LETTERS

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## T O T H E

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# EDITOR

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### Anna M. Kreimeier: A Very Personal Appreciation



Anna M. Kreimeier

I came to know Anna Kreimeier in the autumn of 1927 when Curry High School, the laboratory teaching school for the North Carolina College for Women, was a brand new building on Spring Garden Street. Anna K. was a new education professor, and I was a new sophomore, a transfer from Sarasota Junior High School where I had completed the seventh grade. As luck would have it, Miss Kreimeier was not only our English teacher, but our home-room teacher and class advisor as well. This meant lots of contact, fortunately, for us.

Sixty years have passed since that autumn, but time has not effaced the memory of my adolescent admiration. Her classroom was a place where literature came alive and even grammar became interesting! She was warm, personable, and

observant: quickly she noted the shabbiness of my clothing, the "runs" in the silk hose that were the customary attire for high school girls in those days. I was offered various clerical jobs in her office, for which she paid me exactly what other professors paid their college student helpers — 25 cents per hour. Without showing the slightest favoritism, she managed to fill in many of the gaps left in my life by an unhappy home situation. She became my counselor, mentor, Mother Superior.

An uncle became my guardian after my father's death during my junior year. Knowing that I was interested in becoming a writer, she became personally involved in seeking a scholarship which would make college possible for me. (There was no money available for college in my uncle's home.) While she was on the point of arranging a work-study program for me at the University of Michigan, my uncle informed her flatly that he would not consider my going away from home for study under any circumstances. Undaunted, she elicited the help of Dr. John H. Cook, dean of the School of Education, who was her good friend and mine. Together they helped me obtain a loan for undergraduate education.

We were friends throughout my college years. Any problems which came my way I carried to her. In a very real sense she stood in *loco parentis* to an orphaned student who did not, at the time, realize how unusual the situation was. Graduation was followed by two years of public school teaching.

Anna visited from time to time, offering praise and appreciation. During the twenty-eight years of the marriage that followed my teaching years, she was a frequent visitor in our home. Our children called her "Aunt Anna," and my husband adored her.

Following Dr. Maulden's death in 1963, she was a source of strength. When I returned to UNCG for a master's degree, she offered her home as an overnight base. We spent long hours discussing professional and personal matters.

No matter how long the lapses between our visits (in her home or mine), there was a closeness of spirit, an understanding and a love that needed virtually no nurturing to stay alive.

To my infinite regret, we lost close touch during the last few years of her life. This was partly because of her illness and partly because of my deep involvement with affairs in Haiti and with Habitat for Humanity. She remains, for me, the smiling, clear-thinking, understanding and loving friend who always offered support and encouragement for ventures of the spirit. Teaching is such a venture. To her way of thinking, and mine, there is no greater calling. Anna Kreimeier enriched countless lives.

I salute her memory.

Julia Watson Maulden '34  
Davidson, NC

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*Editor's note: Anna Kreimeier, a professor in UNCG's School of Education for forty years, died on November 10, 1987.*

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# BUSINESS

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## New officers and trustees of the Alumni Association

*And the winners are. . .*



In the balloting which ended April 15, **Sue Ormond Singleton '59** of Greenville was elected to serve as **Recording Secretary**. She succeeds Susan Broussard Nolan '71 of Greensboro.



**Rebecca Kasuboski Cook '66** of Clemmons will succeed Ashley Holland Dozier '54 of Winston-Salem as trustee of **District Seven**. District Seven includes Forsyth, Stokes, Surry, and Yadkin counties.



**Alice McDowell Templeton '40** of Advance will represent **District Eight**. She succeeds Christine Freeze Brown '55C of Statesville. District Eight includes Alexander, Catawba, Davidson, Davie, Iredell, and Rowan counties.



**Rozelle Royall Wicks '53** of Maysville will serve as **District Two** representative, succeeding Martha Smith Ferrell '57 of Greenville. District Two includes these counties: Beaufort, Carteret, Craven, Duplin, Greene, Hyde, Jones, Lenoir, Onslow, Pamlico, Pitt, Wayne, and Wilson.



**Julia Alexander Kaufman '47** of Cambridge, MA, will serve as one of three trustees representing **Out-of-State** alumni. She replaces Carol S. Myers '78 of San Francisco, CA.



Representing **District Three** will be **Ruth Crowder McSwain '45** of Wilmington, who succeeds Rose Holden Cole '53 of Holden Beach. District Three includes Bladen, Brunswick, Columbus, Cumberland, New Hanover, Pender, Robeson, and Sampson counties.



# 50 Years Ago in *Alumnae News* . . .

"Ever since Shakespeare's time, the enjoyment of reading for its own value has been associated with comfortable, home-like surroundings and [most of all, let us hope,] good books."

So wrote Minnie McIver Land Hussey '30 and Guy R. Lyle in the April 1938 issue of *Alumnae News*. As Reader's Advisor and Librarian, respectively, at the Woman's College Library, they described in a two-page article the Recreational Reading Room, housed then in what we know now as the Forney Building.

"There is nothing institutional about this Reading Room," the article declares. "Rather it resembles much more closely the lounge and parlor rooms of the dormitories. It is housed in a large, light, comfortable, and attractively furnished room, with cozy chairs, draperies, pieces of colorful North Carolina pottery and a few pictures. Here, in the restful and friendly atmosphere, the college freshman or senior has a chance to read those books she has always wanted to read, and to delve into good books of whose existence she has never heard."

On the shelves of the Reading Room were some three thousand books, "all fresh-looking and inviting. The collection consists largely of imaginative literature, as befits a library of cultural purposes, but in addition to these there is a constantly changing collection of new books on all subjects — classics, economics, philosophy, photography, entertainment, and others."

Recreational reading found an emphasis here. "This type of reading can hardly be called *study*. It is just a part of a *way of living*. ... It is not a substitute for class work, but it adds more interest to the subjects of daily study and forms the lasting foundation of a cultural background for the student after the college years.

"One of the most common experiences in the Reading Room is the return of former students who cast a rather wistful eye at the students-of-today, curled up in easy chairs, oblivious to everything but the books in hand. 'How lucky they are to have a place like this,' the visitors say."

Library/ARCHIVES Dept.  
Jackson Library  
CAMPUS

MCB '74



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Permit 30